



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2701 S. Campbell Ave, Tucson, AZ 85713

Aprender Tucson

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Cynthia M Richards  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-8  
 2005 Enrollment : 290  
 Web Address :  
 Phone Number : (520) 623-7102  
 Fax Number : (520) 623-7125  
 E-mail : crichards@scstucson.org

### Mission

Southside Community School provides a safe environment that stimulates the curiosity of our students through the combined efforts of parents, students, faculty and community. The school strives to instill a dedication to excellence, citizenship and academic achievement as our students prepare for the future and their roles in our society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Southside Community School's goal is for it's students to maintain progress and achieve grade-level or above abilities in all academic areas.
- ü To instill within our students the desire to improve their work ethic, improve study skills, as well as learning-to-learn skills. This will better prepare them for state exams, high school and beyond.
- ü All Southside Community School students will continue to foster the nonviolence creed and be examples in the community
- ü The students and faculty continue to maintain an eco-friendly environment as they coexist with the desert environment.

### Enrollment

October 1, 2004 School Year Student Enrollment : 439  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 290

## Instructional Programs

- ü Team Teaching throughout the school
- ü Traditional Course & Technology emphasis
- ü Interdisciplinary Focus
- ü Special Education
- ü Before & After School Tutoring
- ü Full-day Kindergarten
- ü Anti-Bullying Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

SCS provides innovative classes as well as aspiring to high scholastic standards. The school provides resources for SPED and ELL students. There is a reasonable system of positive discipline which ensures that students are given a school atmosphere that is safe. Faculty, peers and administration instills an awareness of the environment/conservation. There is ongoing communication to and with parents.

### Parents

The school requests that parents and guardians provide the proper support for it's policies and procedures such as student's completion of homework, adhering to the dress code, proper attendance, study skills and participating in parent-teacher conferences. All parents/guardians are asked to stay informed of school policies and academic requirements of school programs.

## Transportation Policy

We do not provide transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Peace Hero Award	2002
ü Amigos Partnership Award - AZ Sonoran Desert Museum	2002
ü Mayoral Recognition for Wall of Justice	2002
ü AmeriCorps NCCC Volunteer Recipients for 3 years	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	79306	100	100	99	410	410	445	13	13	10	44	44	18	44	44	51	0	0	20
All Students (Prior Year)	19	19	75509	95	95	100	462	462	521	0	0	13	100	100	23	0	0	33	0	0	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	14	14	40583	100	100	99	416	416	445	0	0	11	56	56	18	44	44	50	0	0	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	20	20	32869	100	100	99	409	409	429	13	13	15	47	47	25	40	40	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	22	22	69060	100	100	98	412	412	454	13	13	7	40	40	17	47	47	54	0	0	22
Limited English Proficient Students	13	13	15509	100	100	100	411	411	406	8	8	20	50	50	30	42	42	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	20	20	39415	100	100	96	409	409	431	13	13	15	47	47	25	40	40	50	0	0	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	79395	100	0	99	396	396	446	31	31	9	56	56	25	13	13	55	0	0	11
All Students (Prior Year)	19	19	75492	95	95	100	497	497	519	0	0	12	100	100	16	0	0	47	0	0	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	14	14	40618	100	0	99	398	398	440	22	22	11	67	67	27	11	11	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	20	20	32915	100	0	99	394	394	426	33	33	15	53	53	35	13	13	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	22	22	69139	100	0	99	401	401	454	27	27	7	60	60	24	13	13	58	0	0	11
Limited English Proficient Students	13	13	15545	100	0	100	390	390	399	33	33	21	58	58	42	8	8	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	20	39484	100	0	96	394	394	429	33	33	14	53	53	35	13	13	47	0	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	78869	100	100	99	398	398	442	19	19	6	25	25	21	56	56	63	0	0	10
All Students (Prior Year)	19	19	75053	95	95	99	582	582	597	0	0	7	0	0	12	100	100	72	0	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	14	14	40302	100	100	99	412	412	428	11	11	8	33	33	26	56	56	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	20	20	32606	100	100	98	392	392	426	20	20	8	27	27	27	53	53	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	22	22	68697	100	100	98	397	397	454	20	20	4	20	20	18	60	60	67	0	0	11
Limited English Proficient Students	13	13	15339	100	100	100	398	398	399	17	17	11	33	33	31	50	50	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	20	20	39106	100	100	95	392	392	427	20	20	8	27	27	28	53	53	59	0	0	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78906	100	100	99	490	490	498	8	8	13	29	29	19	58	58	48	4	4	20
All Students (Prior Year)	25	25	76019	89	89	100	482	482	499	0	0	14	50	50	39	50	50	14	0	0	33
Female	14	14	38644	100	100	99	491	491	500	8	8	12	42	42	19	42	42	49	8	8	19
Male	13	13	40236	100	100	99	489	489	497	8	8	15	17	17	19	75	75	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	24	24	31938	100	100	99	481	481	481	10	10	19	33	33	25	57	57	46	0	0	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	27	27	68310	100	100	98	490	490	509	8	8	9	29	29	18	58	58	51	4	4	22
Limited English Proficient Students	14	14	12573	93	93	100	476	476	454	13	13	27	40	40	30	47	47	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	20	20	38679	95	95	96	483	483	483	11	11	20	32	32	25	58	58	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78908	100	0	99	461	461	484	17	17	10	46	46	23	33	33	58	4	4	9
All Students (Prior Year)	25	25	76020	89	89	100	491	491	503	50	50	25	50	50	23	0	0	40	0	0	12
Female	14	14	38648	100	0	99	459	459	489	17	17	8	50	50	22	33	33	61	0	0	10
Male	13	13	40233	100	0	99	464	464	479	17	17	12	42	42	25	33	33	55	8	8	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	24	24	31940	100	0	99	448	448	465	19	19	16	52	52	32	29	29	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	27	27	68312	100	0	98	461	461	493	17	17	7	46	46	21	33	33	62	4	4	10
Limited English Proficient Students	14	14	12556	93	0	100	440	440	436	20	20	24	67	67	40	13	13	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	20	20	38662	95	0	96	452	452	468	21	21	16	47	47	32	32	32	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78750	100	100	99	467	467	500	8	8	6	42	42	29	50	50	63	0	0	2
All Students (Prior Year)	25	25	75673	89	89	100	593	593	530	0	0	12	0	0	25	100	100	58	0	0	4
Female	14	14	38586	100	100	99	463	463	515	17	17	4	17	17	22	67	67	71	0	0	3
Male	13	13	40135	100	100	99	472	472	486	0	0	8	67	67	35	33	33	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	24	24	31841	100	100	99	456	456	483	10	10	8	48	48	36	43	43	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	27	27	68196	100	100	98	467	467	513	8	8	3	42	42	25	50	50	69	0	0	3
Limited English Proficient Students	14	14	12504	93	93	100	460	460	451	7	7	12	53	53	44	40	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	20	38558	95	95	96	457	457	485	11	11	8	42	42	37	47	47	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	78250	98	98	99	504	504	548	50	50	21	24	24	18	26	26	48	0	0	13
All Students (Prior Year)	51	51	75001	100	100	99	426	426	468	81	81	37	13	13	36	6	6	16	0	0	10
Female	26	26	38071	96	96	99	509	509	549	40	40	20	35	35	19	25	25	49	0	0	12
Male	32	32	40126	100	100	99	500	500	547	57	57	23	17	17	17	27	27	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	50	50	29129	100	100	99	502	502	527	53	53	32	23	23	23	23	23	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	55	55	68996	98	98	99	507	507	561	47	47	16	26	26	18	28	28	52	0	0	14
Limited English Proficient Students	32	32	10133	97	97	100	489	489	488	66	66	45	24	24	25	10	10	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	40	40	33388	87	87	94	498	498	530	56	56	32	21	21	22	24	24	40	0	0	5
Non-Economically Disadvantaged	18	18	44937	100	100	100	515	515	561	38	38	13	31	31	15	31	31	54	0	0	18

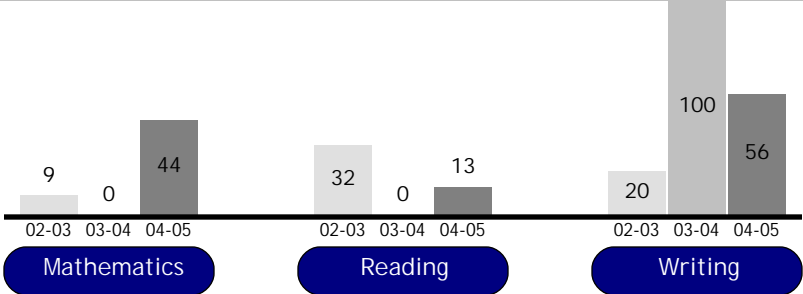
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	78302	98	0	99	480	480	512	32	32	11	32	32	25	36	36	57	0	0	7
All Students (Prior Year)	51	51	74918	100	100	99	474	474	497	56	56	32	25	25	19	13	13	35	6	6	15
Female	26	26	38082	96	0	99	491	491	518	15	15	8	35	35	24	50	50	61	0	0	7
Male	32	32	40166	100	0	99	473	473	507	43	43	14	30	30	26	27	27	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	50	50	29152	100	0	99	477	477	492	35	35	17	35	35	34	30	30	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	55	55	69024	98	0	99	483	483	524	30	30	7	32	32	23	38	38	62	0	0	7
Limited English Proficient Students	32	32	10140	97	0	100	466	466	451	41	41	28	34	34	43	24	24	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	40	40	33398	87	0	94	472	472	495	38	38	18	32	32	35	29	29	46	0	0	2
Non-Economically Disadvantaged	18	18	44979	100	0	100	498	498	525	19	19	6	31	31	18	50	50	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	78094	98	98	99	496	496	545	6	6	3	54	54	18	40	40	77	0	0	2
All Students (Prior Year)	51	51	74503	100	100	99	410	410	491	31	31	9	56	56	32	13	13	51	0	0	8
Female	26	26	38025	96	96	99	521	521	558	0	0	2	35	35	13	65	65	82	0	0	2
Male	32	32	40013	100	100	99	479	479	534	10	10	5	67	67	23	23	23	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	50	50	29068	100	100	99	492	492	523	7	7	5	58	58	27	35	35	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	55	55	68892	98	98	98	500	500	559	4	4	2	53	53	14	43	43	82	0	0	2
Limited English Proficient Students	32	32	10084	97	97	100	483	483	474	7	7	10	66	66	39	28	28	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	40	40	33296	87	87	94	487	487	527	9	9	5	59	59	27	32	32	67	0	0	0
Non-Economically Disadvantaged	18	18	44871	100	100	100	515	515	559	0	0	2	44	44	12	56	56	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

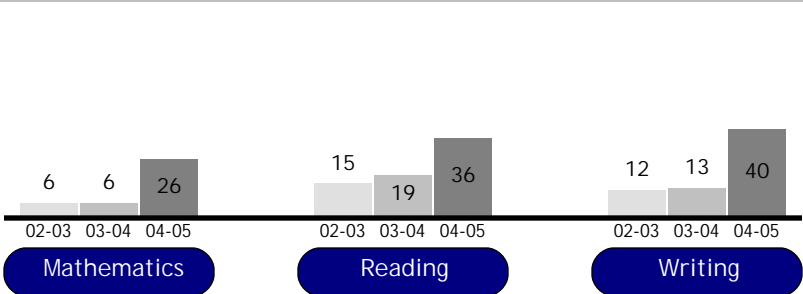
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	--	50	100	NA	NA	58	100	20	20	47
	Language	--	--	--	43	100	NA	NA	50	100	19	19	47
	Mathematics	--	--	--	57	100	NA	NA	64	100	39	39	50
3	Reading	100	9	9	47	90	NA	NA	55	100	18	18	44
	Language	95	16	16	54	90	NA	NA	61	100	20	20	44
	Mathematics	100	13	13	54	90	NA	NA	61	100	36	36	51
4	Reading	92	9	9	52	94	NA	NA	56	95	24	24	48
	Language	96	10	10	48	94	NA	NA	52	95	23	23	49
	Mathematics	100	19	19	57	94	NA	NA	61	95	29	29	53
5	Reading	93	7	7	50	93	NA	NA	55	100	37	37	50
	Language	100	12	12	46	93	NA	NA	49	100	38	38	50
	Mathematics	100	16	16	57	93	NA	NA	63	100	44	44	49
6	Reading	100	22	22	53	95	40	NA	56	100	26	26	51
	Language	100	19	19	45	95	24	24	48	100	24	24	47
	Mathematics	100	21	21	62	95	34	34	66	100	34	34	52
7	Reading	88	18	18	51	97	32	NA	54	100	23	23	50
	Language	97	20	20	54	97	33	33	58	100	26	26	52
	Mathematics	97	20	20	58	95	26	26	62	100	28	28	50
8	Reading	97	26	26	53	94	40	NA	55	98	33	33	51
	Language	97	20	20	49	96	35	35	52	98	34	34	50
	Mathematics	100	24	24	58	94	29	29	61	98	34	34	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Southside Community School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 4 Student(s)

### Council Duties

- ü Curriculum Development
- ü Fundraising
- ü Community Relations
- ü Afterschool and Evening Programming
- ü Student Council

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	0	0	0
10 or more years	0	2	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	10
Percent of teachers in the school with Emergency/Provisional Certification	55%
Percent of core classes not taught by Hightly Qualified Teachers	24%

## Resources Available at School Site

### Special Facilities

- ü Elementary & Middle Computer Lab
- ü Multi-purpose room w/stage
- ü Full standardized Library
- ü Field with track and basketball courts

### Extracurricular Activities

- ü Garden Club
- ü Girl Scouts and 4H
- ü Girls Intermural Sports
- ü School based Big Sisters/ Big Brothers
- ü Boys Intermural Sprts
- ü Sierra Club intercity outings
- ü Tutoring
- ü Computer Club

### Social Services

- ü Adult English Class at night
- ü Designated 'Safe Haven' Kino Weed & Seed
- ü Home visits
- ü Adult Computer Class at night
- ü Clothing /Uniform Assistance
- ü Counseling Services
- ü Laundry Facilities for families/students
- ü Family outreach

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student body and faculty raised money through car washes, snack bar and bake sales to pay for end of school year educational field trip to Phoenix. Students, staff and parents traveled to Phoenix and stayed overnight.
- ü The school sponsored two family reading nights to improve student literacy. Parents, staff and students would read for two hours and each child received two free books.
- ü We added intramural sports to our school. Boys and Girls can now participate in sports such as Basketball, Volleyball, Soccer and Flag Football. These sports have improved student's grades and attendance.
- ü Big Brothers and Big Sisters has reduced student bullying on campus. Each student is given an adult as a Big Brother or Sister and receives a younger school mate as a Little Brother or Sister.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	38	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Southside Community School provides reinforcement for positive actions. Safe recreational and social activities develop a sense of belonging and empowerment. Students and faculty work together to foster 'non-violent conflict resolution' at school and in the community. Peer leaders recognize and communicate to other students how the unique problems associated with our community can be resolved and used as an educational opportunity. Reportable incidents have become less serious over time.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Cynthia M Richards	(520) 623-7102
Transportation Policy		
Community Resources	Larry Speta	(520) 623-7102
School Nutrition Programs	Janet Dougherty	(520) 623-7102
Parent Organization	Jennifer Lofgren	(520) 623-7102
Student Health/Nurse	Alicia Gonzalez	(520) 623-7102

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.